

# CALIFORNIA -SCHOOLS-

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## COVER DESIGN

A portion of the Laguna Beach high school  
adapting itself to the sloping site.



## The Season's Greetings

With the approach of the Yuletide season and its implications of peace and good will, I am greatly impressed with the need for peace and security in order that the great function of the schools may go on unhindered in a peaceful and well ordered world.

The countries of the world have only begun to recover from the aftermath of a great breach of peace. The schools perhaps more than any other agency of civilization and culture have suffered. Tremendous strides are beginning to be made in the cause of education. Therefore, let those who would serve the schools look forward to a world in which peace prevails; let us dedicate ourselves anew to a great crusade in behalf of a peaceful world; and let us each resolve to make his niche of service one that reflects peace on earth and good will toward men.

On behalf of the State Department of Education, I extend to the members of the profession, the friends of the Schools, and others the Season's Greetings.



*Superintendent of Public Instruction*

# **Education and Public School Expenditures<sup>1</sup>**

VIERLING KERSEY, *Superintendent of Public Instruction*

## **Period of Reduced Educational Offerings and Costs**

Public education in California is just emerging from a period of critical analysis and careful scrutiny. This period was characterized by marked reductions in local support due to sharply depreciated property valuations and to the responsiveness of school trustees to popular demands for tax relief. Such reductions in support necessarily gave impetus to previously initiated programs of business and educational reorganization, and under the leadership of the State Department of Education focused attention and effort upon the vital problem of economy in public education. Reductions in budgets served as a real stimulus to evaluation of the educational program. Hasty decisions were not uncommon during this period. The enforced application of arbitrary budgetary reductions in many instances resulted in errors in judgment. Decisions had to be made quickly in order to meet reductions in support, and in many instances phases of the educational program which were of less value were retained while more important values were sacrificed.

During the three year period from 1930-31 to 1933-34, current expenditures for public education in California were reduced approximately 15 per cent, while the attendance in the public schools was increased over 5 per cent. Similar reductions were made in the state support of the four state special schools, the seven state colleges, and the state university. These reductions were made largely by reducing the salaries of the school employees, but also by serious reductions in the support of many phases of the educational program.

## **Period of Recovery**

We are now entering a period of recovery from the hasty and often erroneous judgments made under pressure of economic necessity. Reevaluation is the chief characteristic of this period. Attempts are everywhere current to secure an appraisal of the whole program of public education, in order that there may be eliminated those activities and practices which no longer have positive and comparative value, and also in order that we may know more definitely just what contribution is made by each phase or activity of the entire program.

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<sup>1</sup> Adapted from paper read before the annual meeting of the California State Chamber of Commerce, Los Angeles, November 7, 1935.

This movement of self-criticism and reevaluation of public education by members of the educational profession has two concomitant objectives. The first is to insure the highest possible degree of efficiency in the business and educational administration of the schools. The second is to secure a reorganization of the educational program which will eliminate obsolete and valueless curriculum materials and practices and which will relate more directly to current life needs and conditions.

The present period of reevaluation of public education therefore is the beginning also of an era of readjustment of the whole program of public education, involving modifications of educational organization and administration as well as material changes in the educational offerings of the schools. Such readjustments and reorganizations will without doubt result in long term economies and will also provide greater values for the expenditures made.

Current expenditures for public education during 1934-35 begin to show slight total increase over those made during the immediately preceding years. That increase, it may reasonably be predicted, will continue despite continuing efforts to economize by means of reorganization, deletion, and readjustment.

#### **Factors Influencing Educational Costs**

Several factors are now beginning to operate which will have a very definite bearing on educational costs. There is strong reason to believe that these factors will continue to operate in such a manner as to require additional functions to be performed by the schools and to increase educational costs.

*Expansion of educational program.* Of these new factors, the most significant undoubtedly is the growing national realization that education must provide the program and the means for the custody; training; social, mental, emotional, and vocational rehabilitation; and adjustment to current economic conditions of the youth of the nation who have been rendered economically dependent by the depression through which the nation has just been passing. This responsibility is directly forced upon the schools now by an impatient public. Many thousands of youths are remaining in school who in previous decades were happily employed, but for whom there are now no jobs. Many other thousands are staying in school to secure whatever advantage they can from further education knowing that there will be no jobs for them even when they have exhausted the local educational facilities. Still others would be enrolled in the schools if the program of the public schools had anything to offer them.

Expansion of upper secondary and higher education facilities represents the greatest demand which the public has ever made upon

our public school system. Some of these indications are found in the extensive demands for expansion of junior college and high school postgraduate services, in increased enrollments in existing junior colleges and in higher institutions, and in continued increases in the enrollment of adults in the schools of the state. The expansion of educational services on the upper levels which is necessary to meet this demand is accompanied by a rather complete reorganization of the program of educational offerings in these institutions. It is found that traditional types of curricula do not adequately serve the present needs of society. Consequently experimental work is needed to ascertain the character of the educational program best adapted to meet the needs of the groups now requiring further education.

*New educational consciousness.* Of almost equal significance is a second of the newer factors affecting current trends in public education. This is the evident new national consciousness of the American people. Social and economic measures taken by the national and state administrations to mitigate the ill effects of the period of distress have resulted in a general realization that the major problems of a people are problems which are being coped with by means of a coordinated national scheme and program. Whether this will continue to be the case remains to be seen. The utilization of all the resources of the nation as a basis for financing the various emergency programs is but an instance of the application of this knowledge. Further use of the entire national wealth as a basis for the support of essential national activities seems certain to follow. General understanding of the significance of education to the nation as a whole seems to indicate that a program of national aid and support for the conduct of a minimum program of public education will receive definite consideration in Congress. In the development of any program which will provide national funds for education, care must be exercised to prevent the development of a federal bureaucracy with power to control education in the several states.

*Influence of rising prices.* The current upward trend of prices will affect school costs in both capital outlays and maintenance. With increased costs of living will come the necessary restoration of salaries and wages to predepression levels. If the current tendency toward inflation is not checked the future value of the dollar will be such as to expand costs greatly or to destroy the present day conception of an adequate school program.

#### **Educational Responsibilities and Problems**

As a consequence of the many problems, complex and perplexing but requiring immediate help, which in later years have been thrust

upon the public schools, the members of the educational profession may at times believe that theirs is the sum of all human responsibilities. No doubt most of us overemphasize the importance of our own job and tend to exaggerate the importance of the service we perform as a part of the sum total which government makes available for the governed. Educators, however much they may stress the importance of the work they are doing, can hardly be censured for doing so. The national importance of education as the means of conserving and transmitting to an entire people the basic ideals and aspirations which are the foundation and life of their government and of their institutions, is such that it cannot be overemphasized. The value of the school was long understood and utilized by great commercial organizations and propagandists. The public as a whole is now becoming aware of the importance of education as the chief stabilizing influence in the life of the nation.

The California State Chamber of Commerce and its revenue and taxation committee are among the most important of the agencies with whom we join in cooperation as we undertake the immediate problems appearing on the frontier of public school finance in our commonwealth. These problems very definitely are:

1. The redetermination of the educational offerings in terms of new social concepts which it will be the public policy of the State of California to make available for the people of our state.
2. The determination of the sources of revenue and the system of providing that revenue which will make available an adequate financial budget necessary for the support of the educational program on the basis of the most equitable distribution of the burden of cost.
3. The determination of a unified system of coordination and control of all state public education in California so that the proper balance of education, administration, and cost of maintaining such a program at fairest expenditure with due regard for strict economy; the elimination of duplication, overlapping or interference as between units will be cooperatively developed. The administration of the University of California and the administration of public schools of the state must coordinate all activities which have concern with control, administration, organization, expansion, and cost of higher education.
4. A uniform system of educational and fiscal accounting so that comparable educational costs may be developed is strongly deserving of every support.

5. The interlocking of educational interest with general governmental interest to the end that there shall be developed an understanding of the total picture of organized governmental services is commended.
6. The unification of all cooperating interests to the point that the essence of every fundamental phase of American democracy be emphasized in the attitude, the purpose, and the efforts of those involved in public service, especially in education, must be further stimulated.
7. The coordinated cooperation of all those civic, professional, business, and educational agencies which are concerned with the advancement of our society is suggested on the basis of understanding our school program, its needs, and the social need for it rather than on the basis of propaganda concerning education, whether that propaganda be for selfish or for sentimental reasons.

This formal pronouncement is offered in a mood soliciting a continuance and extension of mutual relationships of joint loyalty to the great structure of public education in our commonwealth which is acknowledged to be outstanding in the several states from the point of view of adequacy to meet the proper needs, economy of its administration and cost, and acceptableness by those who pay the bills.

## Current Practice in State Support of Public Education

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction, and Chief, Division of Research and Statistics*

Data published in loose-leaf form by the National Education Association<sup>1</sup> relative to state support of public schools in the several states afford a very complete picture of current practices in state school support. The information contained in this publication is valuable for all groups and individuals interested in studying current methods of financing public elementary and secondary education.

For comparative purposes, the author has computed certain data from the reports for California and a group of nine other representative states, showing the extreme variability in current practice with respect to:

1. The percentage which receipts from federal, state, and local sources are of total current expenditures of school districts
2. The percentage of the total state support which was apportioned
  - a. For equalization
  - b. For the support of special phases of the educational program
  - c. For general support
3. The percentage of the total amount of the state support which was derived from
  - a. State general funds
  - b. State permanent school funds
  - c. Earmarked school taxes
4. The principal bases of taxation levied for support of the state general funds

The tables which follow give these data for the states which were selected.

As a result of the constitutional amendment of 1933, California now provides a considerably larger percentage of total school district support from state sources than do most of the states. Delaware and North Carolina were the only states reporting a larger percentage of receipts from state sources than California in 1933-1934.

<sup>1</sup> National Education Association, Department of Research, School Finance Systems, 1935.

TABLE No. 1

**Percentage Which District Receipts from Federal, State, and Local Sources Were of Total Current Expenditures of School Districts, 1933-1934**

State	Federal receipts	State receipts	District receipts
California	0.2	63.5	36.3
Delaware	0.5	89.5	10.0
Illinois	0.3	4.2	95.5
Louisiana	0.3	36.2	63.5
Maryland	0.5	21.2	78.3
New York	0.2	33.5	66.4
Oregon	0.4	2.2	97.4
Utah	0.3	41.1	58.6
Washington	1.0	50.0	49.0
West Virginia	2.7	53.2	44.2

TABLE No. 2

**Percentage of State Aid Apportioned to Districts for Equalization, Special Aid, and General Support, 1933-1934**

State	Equalization	Special aid	General support
California	0.0	Supervision 4.4 Emergency 0.6 Special classes 1.0 Physically handicapped 0.7 Other 0.0 Total 6.7	93.3
Delaware	0.0	Building 41.5 Transportation 5.0 Total 46.5	53.5
Illinois	12.4	Physically handicapped 4.2 County superintendents 3.3 Total 7.5	80.1
Louisiana	13.2	Textbooks 8.8 Salaries 14.7 Supervision 0.6 Textbooks 5.0 Physically handicapped 0.2 Total 21.0	78.0
Maryland	6.8	Salaries 14.7 Supervision 0.6 Textbooks 5.0 Physically handicapped 0.2 Total 21.0	72.2
New York	95.7	Tuition 2.1 Transportation 1.2 Building 0.3 Teacher training 0.1 Consolidation 0.6 Total 4.3	0.0
Oregon	0.0		100.0
Utah	6.7		98.3
Washington	0.0		100.0
West Virginia	4.4		97.6

**TABLE No. 3**  
**Percentage of State School Revenues Derived from**  
**Each Source, 1933-1934**

State	State General Funds	Permanent school funds	Earmarked school taxes	Major bases of taxation for State General Funds
California -----	99.2	0.8	0.0	Corporations, sales, in- heritances
Delaware -----	0.0	1.2	Income tax ----- 16.9 Corporation ----- 81.8 Total ----- 98.7	-----
Illinois -----	67.3	0.5	32.2	General property, in- heritances, corpora- tions
Louisiana -----	16.0	2.2	Property ----- 49.6 Severance ----- 18.8 Malt ----- 0.3 Gasoline ----- 12.9 Total ----- 81.6	Sales, corporations
Maryland -----	100.0	0.0	0.0	Inheritances, fees, prop- erty, corporations, business licenses
New York -----	99.7	0.3	0.0	Corporations, motor fuel, inheritances, stock transfers, motor vehicles, per- sonal incomes
Oregon -----	0.0	100.0	0.0	-----
Utah -----	0.0	4.6	Property ----- 91.4 Income ----- 3.8 Total ----- 95.2	-----
Washington ----	0.0	14.5	Property ----- 48.1 Business and occu- pation ----- 37.4 Total ----- 85.5	-----
West Virginia ---	97.6	0.0	0.0	Gross incomes, inher- itances, corporations

Numerous changes in state tax systems have resulted from state legislation subsequent to 1933-1934. Consequently the data contained in Table No. 3 would have to be revised in order to portray the present situation. Thus, in California, the state corporation and public utilities tax has been discontinued, and a state gross personal income tax and state liquor and beverage taxes have taken its place as a source of revenues for the State General Fund. Similar changes in the tax systems of other states have recently been enacted, as have also changes in methods of public school support. For this reason the data contained in these tables should be construed as representing, not the present practice but rather, the practice which obtained in 1933-1934.

## DEPARTMENTAL COMMUNICATIONS

### Division of Secondary Education

AUBREY A. DOUGLASS, *Chief*

#### SECONDARY SCHOOL MARKS

A critical examination of the purposes of secondary education, a keen realization of the necessity of relating instruction to the individual capacities of students, and an effort to evaluate the changes which have taken place in pupils have led to widespread experimentation in what may be termed the marking system. In certain schools there have been substituted for the conventional A's, B's, C's, D's, and F's, letters, symbols, or other reports describing the status and progress of pupils; in other schools such changes are contemplated.

Because experimentation is taking place over the entire state, and because different methods of evaluating pupil progress are being worked out, it will readily be seen that confusion will result unless some uniform method is followed in transferring records. That such confusion is already occurring is shown by communications received from a number of principals.

The State Department of Education desires to encourage, in every possible way, intelligent effort to evaluate the progress of pupils in light of established goals. Attention is called, however, to the official transcripts of high school and junior college record, and to the regulations which require these forms to be used by all public secondary schools in California in transferring students to other secondary schools, and to junior colleges and to higher institutions. These forms should be filled out completely. Their use should prevent the confusion which otherwise will develop. In schools desiring to use methods other than the conventional marking system to report progress to pupils or to their parents, measurements or judgments must be transmuted into marks for use on the official records.

#### SECONDARY SCHOOL TRANSCRIPTS

The attention of secondary school principals and registrars is directed to the necessity for filling in completely all of the data required on Forms No. J-46 and J-46-A, the official transcript of high school and junior college record, when forwarding these forms to other institutions. Failure to report these data completely results in much unnecessary correspondence, and frequently delays proper placement of students. Particular attention is called to the items contained on the right hand portion of the transcript forms. The Department of Education is advised that these items are frequently not reported.

## INTERPRETATIONS OF SCHOOL LAW

### ERRATA

The number of the Attorney General's opinion digested on page 242, July, 1935, issue of *California Schools*, under the heading, Color of School Buses, should be 9978 instead of 9976.

On page 41 of the February, 1935, issue of *California Schools* in the last line of the statement under the heading, CWA Workers as School District Employees, the phrase "Act 1815" should read "Act 5815."

### Appellate Court Decisions

#### Interest on School District Funds

Where a school district, in accordance with the provisions of School Code sections 4.280 and 4.991, deposits its funds in the treasury of the county and such funds are deposited in banks by the county treasurer under the authority of Deering Act 2831a (Statutes 1927, Chapter 740, as amended) and Deering Act 2834a (Statutes 1933, Chapter 189), enacted under the authority of section 16½ of Article XI of the Constitution of California, the interest earned on such funds must be credited to the school district. (*Pomona City School District v. Payne*, 83 C. A. D. 252, --- Pac. (2nd) ---.)

Petition for hearing by Supreme Court filed.

### Attorney General's Opinions

#### Assumption of Bonded Indebtedness by Territory upon Annexation

Under section 18 of Article XI of the Constitution of California, no matter what the Legislature might declare, no bonded indebtedness of a school district to which another school district is being annexed can be imposed upon the district being annexed without authorization by a two-thirds vote of the qualified electors of the district being annexed, voting at an election held for that specific purpose; and School Code sections 2.71 and 2.72 are inoperative in so far as the

district being annexed is concerned without a two-thirds vote of the electors of the district being annexed and without their voting on this particular subject-matter. (A. G. O. 10305, October 29, 1935)

#### **Clerical Help for Rural Supervisors**

There is no authority under which the county elementary school supervision fund created by School Code section 4.788 may be used for the employment of a clerk for a rural supervisor. (A. G. O. 10288, October 19, 1935)

#### **Cost of School Buildings for Purposes of Field Bill and Other Laws**

In estimating the cost of a school building or repairs, additions to or alterations of school buildings for the purposes of School Code section 6.61 and Deering Act 6211 (Field Bill) where SERA labor is being used, the actual cost of such labor to the federal government should be included in the cost of the job. When the actual cost of such labor to the federal government cannot be ascertained, the cost of the labor should be estimated on the basis of what the labor would cost were not the federal government supplying it, as set forth in opinion No. 9951 of the Attorney General (page 213, June, 1935, issue, *California Schools*). (A. G. O. 10314, October 30, 1935)

#### **Functions of District Superintendents of Schools**

School Code sections 2.90, 2.92, 2.93, 5.150, 5.152, and 5.160 and following indicate that it was never contemplated that the governing board of a school district could limit the functions of the district superintendent of schools of the district to the mere supervision and administration of the school grounds and buildings. (A. G. O. 10268, October 23, 1935)

#### **Non-compliance of School Buses with State Board of Education Regulations Governing Pupil Transportation**

Where the governing board of a school district purchased a school bus prior to September 15, 1935, when School Code section 1.91 became effective, which does not meet the requirements of section 16 of the State Board of Education Regulations Governing Pupil Transportation, a mandamus action may be brought against the governing board by the parent of any child who uses the bus, asking for an order of the court requiring the board to comply with the regulations. Furthermore, no warrant in payment of any expenses incurred in the operation of a school bus not meeting the requirements of the regulations should be approved by the county superintendent of schools or by the county auditor. (A. G. O. 9978a, October 30, 1935)

**Notice and Polling Hours of School District Bond Elections**

The notice of an election for the issuance of school district bonds may, in setting out the purposes of the election, use the language of School Code section 4.960 relating to the purposes for which school district bonds may be issued, and if one of the purposes is the erection of a building, it is not necessary to set forth in such notice the location of such proposed building. The hours during which the polls at a school district bond election are to be open are as set forth in School Code section 4.963. (A. G. O. 10308, October 26, 1935)

**Operation of School Bus under School Code Section 1.91**

School buses purchased subsequent to September 15, 1935, when School Code section 1.91 became effective, are bound by all regulations adopted by the State Board of Education under the authority of said section.

School buses purchased prior to the effective date of School Code section 1.91 are bound by the regulations of the State Board of Education as they existed prior to that date. (A. G. O. 9978a, October 30, 1935)

**Publications of School Districts**

School Code section 4.383 permits the governing board of a school district to exercise a reasonable discretion in determining what may be of value to the public regarding the school system, which information, therefore, might by the authorities be printed and distributed under the provisions of said School Code section 4.383. (A. G. O. 10289, October 25, 1935)

**Vacancies Resulting from Voiding of School Trustee Elections**

Where an election for trustees of an elementary school district is upon contest declared void by a competent tribunal, there is a failure to hold an election, and vacancies in the offices would ensue under School Code section 2.960 and would be filled by the county superintendent of schools.

Where the election of a person to the office of trustee of a school district is voided upon contest by a competent tribunal, but the election generally was valid, a vacancy in the office exists by virtue of subdivision 10 of Political Code section 996, and the county superintendent of schools is authorized by School Code section 2.961 to fill such vacancy. (A. G. O. 10313, October 28, 1935)

## FOR YOUR INFORMATION

### EDUCATIONAL BROADCASTS

#### **Education Today**

The State Department of Education will continue its series of broadcasts portraying, in the form of dramatic sketches during the coming six weeks, the activities in the lower grades of the elementary school. The broadcasts will be directed by Norman Field and given over station KGO on Saturday evenings from 6:30 to 6:45 as follows:

December 7—New Adventures  
December 14—Third Grade  
December 21—Merry Christmas  
December 28—Traffic Police  
January 4—Fourth Grade  
January 11—Dramatics

#### **Vocational Agriculture**

The Bureau of Agricultural Education of the State Department of Education, and the California Polytechnic School in cooperation with the NBC will present the following agriculture lessons on Tuesday mornings at 10:15 over stations KPO, KFI, and KFSD:

December 3—Care at Lambing Time—A Shepherd at Work  
December 10—Responsibility of Citizenship—I'm Not Interested  
December 17—Propagating Nursery Stock—Tall Trees from Tiny Twigs  
January 7—Winter Care of the Herd—When the Grass is Green  
January 14—Incubating and Selecting Chicks—The Family Album

#### **Future Farmers of America Program**

The regular monthly program offered by the Future Farmers of America will be broadcast over KGO at 12:15 p.m. Saturday, December 7, 1935. A. L. Shafer, Manager of the American Red Cross at San Francisco, will speak under the sponsorship of the Marysville chapter.

#### **Dramatized Educational Programs**

Following is a schedule of dramatized educational programs given under the auspices of the State Department of Education. The programs are directed by Norman Field.

##### NEW TRAILS, STATION KSFO, 2:30 P.M.

December 7—The Story of the Popular Tribunals  
December 14—The Story of the Popular Tribunals, *Continued*

December 21—Christmas in '49  
 December 28—The Story of the Walker Filibuster Expedition  
 January 4—The Story of the Comstock Lode  
 January 11—The Story of the Comstock Lode, *Continued*

**GOLDEN DAYS, STATION KRE, 9:15 P.M.**

December 4—The Loser Wins  
 December 11—Johnny's Hidden Treasure  
 December 18—Fiddling Kelley Fights a Duel  
 December 25—Christmas Mines  
 January 1—Fate Spins the Wheel  
 January 8—Tom Bell—A Gentleman from Alabama  
 January 15—The Battle of Weaverville

**ADVENTURES IN SCIENCE, STATION KLX, 8:00 P.M.**

December 6—The Story of Michael Faraday  
 December 13—The Story of Michael Faraday, *Continued*  
 December 20—The Story of Charles P. Steinmetz  
 December 27—The Story of Charles P. Steinmetz, *Continued*  
 January 2—The Story of Charles P. Steinmetz, *Continued*  
 January 9—The Story of Charles P. Steinmetz, *Continued*  
 January 16—The Story of Thomas Edison

**THE CALIFORNIA FAMILY, STATION KROW, 4:15 P.M.**

December 2—Bud Plans His Future  
 December 6—Bud Goes Into Business  
 December 9—Wheeler's Proposal  
 December 13—Gran's Fruitcake  
 December 16—Wedding Bells  
 December 20—Mr. and Mrs. Tremaine At Home  
 December 23—Christmas Eve  
 December 27—The Aftermath  
 December 30—New Year's Eve  
 January 3—A Trip to the Snow  
 January 6—Burned Out  
 January 10—The Fire Sale

**Pacific Coast School Music**

A new series of school music broadcasts to be known as Pacific Coast School Music has been inaugurated over the Columbia Don Lee network, stations KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN, KFBK. The following programs will be presented during December, from 6:30 to 7:00 p.m.

December 7—Vancouver High School Band from Portland.  
 December 14—The Redlands University A Capella Choir from Los Angeles.  
 December 21—Broadway High School A Capella Choir from Seattle.

**CALIFORNIA HISTORY,<sup>1</sup> STATION KROW, 1:30 P.M.**

December 4—The Story of Bret Harte  
 December 11—The Story of Bret Harte, *Continued*  
 December 18—The Story of Bret Harte, *Continued*  
 December 25—Christmas Special  
 January 1—The Story of Black Bart  
 January 8—The Story of the Vigilantes  
 January 15—The Story of the Vigilantes, *Continued*

<sup>1</sup> This program has been developed by Wm. G. Paden, Superintendent of Alameda Public Schools, and his assistants.

**American Education Forum**

The American Education Forum program is broadcast over a national hook-up of the NBC at 11 a.m. Pacific time on the second, third, and fourth Mondays of each month; the program for the second Monday coming from New York, for the third Monday, from Chicago, and for the fourth Monday, from the Pacific Coast. The fourth Monday programs for December, 1935, and January, 1936, arranged by Dr. Grayson N. Kefauver of Stanford University, are as follows:

**December 23—Important Features of Modern School Curriculum**

Dr. Grayson N. Kefauver, Dean, School of Education, Stanford University  
Dr. Paul Hanna, Associate Professor of Education, Stanford University  
Dr. Harold Hand, Assistant Professor of Education, Stanford University

**January 27—The Guidance Service: A Help to Students in Planning Their Lives and Their Education**

Virgil E. Dickson, Assistant Superintendent of Schools, Berkeley  
Dr. William M. Proctor, Professor of Education, Stanford University  
Dr. C. Gilbert Wrenn, Assistant Registrar and Acting Assistant Professor of Education, Stanford University

**Workers Education Bureau of America**

A series of broadcasts on American industrial problems by outstanding labor officials and typical working men is being presented over CBS stations KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN, KFBK, on Fridays from 3:45 to 4:00 p.m. The program is as follows:

December 6—Labor Standards; Arthur Wharton, President, International Association of Machinists; David Dubinsky, President, International Ladies Garment Workers' Union

December 13—Dictatorship and Democracy; Matthew Woll, Vice President, American Federation of Labor; William English Walling, writer

December 20—Workers Education; Spencer Miller, Jr., Director, Workers Education Bureau of America

**PUBLIC SCHOOL TEACHERS RETIREMENT INVESTMENT BOARD ORGANIZED**

The Public School Teachers Retirement Investment Board, created by the 1935 revision of the State Teachers Retirement Salary Law, held its first meeting in the State Library and Courts Building at Sacramento November 18, 1935.

The members of the Investment Board are Vierling Kersey, Superintendent of Public Instruction, A. E. Stockburger, Director of Finance, Ray L. Riley, State Controller, William P. Dunlevy, classroom teacher, San Diego Senior High School, and Francis G. Fullenwider, classroom teacher, Riverside Junior College. Mr. Kersey, Mr. Stockburger, and

Mr. Riley are ex officio members of the Investment Board, while Mr. Dunlevy and Mr. Fullenwider were elected by the State Board of Education for four year terms.

Mr. Kersey and Mr. Dunlevy were elected president and secretary, respectively, of the Investment Board to serve for one year.

The Investment Board, following the election of officers, discussed the various factors entering into the performance of the duty imposed upon it by law to invest the funds in the Public School Teachers Permanent Fund and the Public School Teachers Annuity Deposit Fund. Following the discussion, the Board adopted the major policies which will govern its work. Meetings of the Board will hereafter be held quarterly with the president and the secretary being empowered to call special meetings. The executive work of the Board in connection with the investment of funds under the jurisdiction of the Board was placed in the hands of an executive committee composed of Mr. Kersey, Chairman, Mr. Stockburger, and Mr. Riley.

#### **STATE WIDE CONFERENCE OF DIRECTORS OF INSTRUCTION**

Superintendent Kersey has called a state wide conference of supervisors and directors of instruction during the week of March 9-13, 1936, at the Biltmore Hotel in Los Angeles. This is a joint conference which will include directors interested in all fields of education, namely, early childhood education, kindergarten, elementary, secondary, teacher training, child welfare and attendance, and adult education. The program will center about problems of curriculum and child welfare, and the professional training of teachers and will be highly practical in nature. General and section meetings will be held on March 9, 10, and 11 and a carefully planned program of visiting in and near Los Angeles will be scheduled for March 12 and 13. It is expected that this conference will be one of the largest and most significant ever called by the State Department of Education. Supervisors and directors of instruction in rural, city, and state colleges, and supervisors of child welfare and attendance from all parts of the state are urged to attend and participate. Detailed information concerning the conference will be mailed within a few weeks.

The dates chosen immediately precede the spring meeting of the Southern Section of the Progressive Education Association, called for Saturday, March 14, 1936. Many educators will undoubtedly wish to take advantage of this opportunity to attend both conferences.

#### **EXTENSION OF SCHOOL AID PROGRAM**

In a bulletin dated November 18, 1935, the National Youth Administration for the State of California announces that the school aid program has been extended to include students who are in need,

but who are not members of families receiving public relief. This more liberal provision is intended to enable schools to fill quotas assigned to them. In no case, states Mrs. Anne deG. Treadwell, Director of the National Youth Administration in California, will this revised procedure be interpreted to mean that students now receiving aid will be replaced by new applicants. It is expected also that the majority of the students receiving school aid will continue to come from families who are receiving public relief.

The rules of eligibility governing final selection of students who apply for school aid will otherwise remain as indicated in Bulletin Y-6, which are as follows:

*Character and ability to do school work.* The student shall be of good character and judged by the usual methods of determining ability employed by the particular school, shall possess such ability as to give assurance each will do high grade work in school.

*Status of Attendance.* Only students carrying a minimum of three-fourths of a student program of courses shall be eligible to participate in this program.

Principals will continue to be responsible for the final selection of students who are to receive aid.

Principals will also be interested to know that administrative and payroll procedure concerning the school aid program is undergoing considerable simplification. It is planned that all future correspondence and necessary forms will be sent directly to principals. Payroll procedure as set forth in Educational Aid Bulletin No. 1, dated November 12, 1935, will be revised so that the clerical work involved for each principal will be reduced to a minimum.

### CONFERENCE ON PROBLEM OF LEARNING

The California Teachers Association has planned a conference program for Friday, December 6, 1935, to precede the regular Council meeting scheduled for December 7. The conference will include addresses and discussions centered around the problem of learning, with consideration given to the newer phases of psychology and their implications on the learning processes. The meeting will be held in Hotel Biltmore, Los Angeles.

### CAMPAIGN FOR BETTER PERSONNEL IN GOVERNMENT

The California League of Women Voters announces a two year educational campaign for better personnel in government. The purpose of the campaign is to focus public opinion on the necessity for securing highly trained persons to administer government affairs, and to stimulate a general public demand for upholding civil service with promotion based on merit. It is hoped that the campaign will eventuate

in developing a desire in young people to take specific training for governmental service and to encourage them to take civil service examinations with confidence that merit will assure them advancement and a career in public service.

All educators, particularly social studies teachers, are commended to give consideration to this progressive program of the California League of Women Voters.

The National League of Women Voters has published a pamphlet entitled *A Handbook for the Personnel Campaign*, available at 10 cents a copy, which gives full details of the plan. For copies of the *Handbook* or for further information about the plan, address Mrs. Harriet J. Eiel, President, California League of Women Voters, 1215 Hotel St. Francis, San Francisco.

#### FEDERAL TEXTBOOK ON CITIZENSHIP TRAINING

The Immigration and Naturalization Service of the United States Department of Labor has sponsored the preparation of the *Federal Textbook on Citizenship Training*. The supplement to *Part I—Our Language*, uses the method developed by Professor James L. Barker, Head of the Department of Modern Languages, University of Utah, for the correct pronunciation of English for the foreign born.

D. W. MacCormack, United States Commissioner of Immigration and Naturalization Service, states that this student manual is intended as a guide to the teachers of applicants for naturalization who are learning our language and who feel the handicap which comes from a foreign accent which they wish to eliminate. It is intended that the manual, after it has been revised, be placed in the hands of the foreign born student in the public schools, who is learning English.

A limited supply of the preliminary print of the manual has been prepared for the purpose of having educators, and especially teachers of English to the foreign born, test its value in the classroom, and offer helpful criticisms and suggestions in connection with the printing of a revised edition. Additional copies are available for such teachers upon application to the Immigration and Naturalization Service, Washington, D. C. These criticisms and comments will be communicated to Professor Barker and the Immigration and Naturalization Service will arrange to have him answer any questions which may arise in connection with the use of the manual.

The *Federal Textbook on Citizenship Training* consists of three parts. *Part I—Our Language*, contains an elementary presentation of material for language study, to which Professor Barker's manual forms *Supplement A—English Pronunciation*. *Part II—Our Community*, is for intermediate students, and *Part III—Our Nation*, for advanced students, contains material upon the history and government

of the United States, including the Constitution. The *Textbook* is furnished free to applicants for naturalization who are in attendance upon the public schools.

### THE EDUCATION DIGEST, A NEW MAGAZINE

The *Education Digest*, launched November 1, 1935, to be issued from September through June, is, as its name implies, a periodical which aims to present to the busy educator condensations of noteworthy articles taken from the leading professional and lay publications. The initial number, 8 by 5½ inches in size, contains condensations from twenty-five articles compassed within the 64 pages of this magazine. The editorial advisory board of the new magazine consists of eighteen outstanding educators of the country.

The subscription price is \$2 a year. Communications should be addressed to Post Office Box 100, Ann Arbor, Michigan.

### NATIONAL COUNCIL OF GEOGRAPHY TEACHERS

The annual meeting of the National Council of Geography Teachers will be held in St. Louis, Missouri, December 27, 28, 1935. Various phases of geographic education will be discussed.

### PICTURES OF LIVING CHRISTMAS TREES

Mrs. Alma Margaret Higgins, Chairman of the Division of Art in Home and Garden of the Montana Federation of Women's Clubs, is offering cash prizes for pictures of living Christmas trees. The conditions are that the picture must be of a lighted, living tree; that a full description of its location and dimensions shall accompany the photograph; that the date of planting be given if the tree is a transplanted one; and that the name of the person who planted it be given. Photographs will not be returned to the sender unless requested since the pictures will be loaned to women's clubs and garden clubs promoting the use of living Christmas trees.

Prizes will be \$5 for the following:

1. Large community Christmas tree
2. Christmas tree in school yard, church yard, or other public grounds planted by Boy Scouts, Girl Scouts, or Camp Fire Girls
3. Christmas tree in home grounds, and indoor living Christmas tree.

Pictures should be sent to Mrs. Alma Margaret Higgins, Butte, Montana, before February 1, 1936.

## PROFESSIONAL LITERATURE

### REVIEWS

FRANK E. HOWARD, and FREDERICK L. PATRY. *Mental Health*. New York: Harper & Brothers, 1935. Pp. xvi + 551.

The strains and stresses of modern life make it increasingly necessary that human beings understand their psychobiological processes in order that they may organize these "in ways most favorable to effective living." The book is a practical treatment of mental hygiene for students and professional workers. The questions for discussion and review at the end of each chapter provide stimulation for reaction to the material presented. The references recommended for further reading provide guidance for extensive study in accordance with specific interests.

The important goal of mental hygiene is to equip the individual to plan and budget his mental and physical energies to the end that he may realize his greatest potential achievement in terms of individual and social values. There are no short cuts to the goal of a well adjusted life. Magazines are full of quackery, holding forth empty promises of how one can improve his memory, or develop a dynamic personality. A ready market for such pseudo psychological systems is apparently available if the volume of this advertising is any index. This book points out the "forces and factors which give the human mind dynamic quality" and indicates the "controls and adjustments" necessary if the human being is to be successful in his "quest for happiness."

Human nature is viewed as an integrated whole. Body and mind are integral parts of a functioning whole. In order to understand man the chemical, biological, and psychobiological aspects of his integration must be interpreted in relation to his social environment. Out of these various levels of integration there emerges the socialized, responsible human personality. Mind is a product of a unified experience and cannot be studied apart from the total personality.

The human mind is subject to unwholesome mental habits, attitudes, and ideals which lead to irrationalities and maladjustment. Recognition of the fundamental urges of man for comfort, mastery, recognition, affection, security, adventure, sex expression, and realization of what may happen to the individual who experiences frustrations and thwartings in relation to these urges, are useful in determining the preventive and constructive procedures by which the healthy mind is achieved.

A hygienic emotional life is vital to the welfare of the individual and his social group. Emotional expression or repression enters into all life's adjustments. Emotional habits contribute fundamentally either to the constructive development of a wholesome personality or to its disintegration.

Since sex, as one of the fundamental human drives is so frequently mismanaged and so frequently becomes the basis for obsessions of guilt, an entire chapter is devoted to an analysis of sex attitudes and suggestions for giving young people a healthful perspective on problems of sex, which should prove helpful to parents and teachers.

The home is the determining force in developing the whole personality because it is there the child develops his fundamental patterns of mind. Such problems as those presented by the retrogressive, the oversolicitous, provide clues to a more satisfactory family relationship. The home must provide the child with opportunity for self-realization and self-expression, for feelings of emotional security, for a sense of sharing in mutual responsibilities.

This treatment of family relationships together with a subsequent chapter on the mental hygiene of childhood and youth, are rich in meaning for all concerned with the guidance of childhood.

**Ergasiology or Objective Psychobiology**, the title of Chapter XII, is introduced with some expression of trepidation by the authors. The new term is defined as "the objective study of the total person in action." The term has been conceived by Adolph Meyer "to designate a basic, natural, and objective biological science." It impresses upon the reader that understanding results only from "a systematic personality study of the individual's make-up and the total-function of the mentally integrated organism."

The five final chapters of the book are devoted to discussions of psychoneurosis. The study, particularly of borderline mental illness may help the teacher to the point of view which she *interprets* rather than *judges* behavior. Significant differences between the interpretation and importance which the psychiatrist and the teacher attach to different types of behavior and personality deviations are worthy of close study by the teacher who is thinking of education in terms of adjustment of personality.

The treatment of personality deviates, the exposition of the work of the visiting teacher, the specific case studies of the psychobiological approach to personality studies conclude a most valuable treatment of a professional contribution of exceeding worth.

HELEN HEFFERNAN

HOLLIS L. CASWELL, and DOAK S. CAMPBELL. *Curriculum Development*. New York: American Book Company, 1935. Pp. xvii + 600.

The authors of this book have given extended study to the problems of the curriculum and have had much experience in acting as consultants or as directors of programs of curriculum revision. Out of their study and experience they have presented in organized form the principles, practices, and conclusions thus developed.

After an examination of the demands which current society is making upon education and a discussion of the social responsibility of the school, the authors proceed to a consideration of the aims of education, the relation of aims to the curriculum, and the selection of subject-matter.

A chapter is devoted to pupil purposes, and the relation of those purposes is shown on the one hand to aims and on the other hand to the organization of subject-matter. Consideration is given the problem of grade placement and time allotment, teaching procedures, and the evaluation of the outcomes of instruction. The treatment of the unit is excellent. Roughly, a fourth of the book is devoted to administrative problems in curriculum making.

Because the treatment is devoted neither to the secondary nor to the elementary field exclusively, but to the principles and practices which may operate in either, this book should assist in the final obliteration of the lines which have separated curriculum making in the two major units of the school system. Although extensive in scope, the text is thorough and scholarly, but at times tedious. The student of the curriculum cannot afford to overlook this volume.

AUBREY A. DOUGLASS

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# CALIFORNIA - SCHOOLS -

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1935

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